DOCUMENT RESUME

ED 124 724 CE 007 334

TITLE	Teacher's Guide for Career Education in Guidance. Kindergarten--Grade 8.
INSTITUTION	Saint Louis Public Schools, Mo.
REPORT NO	VT-102-833
PUB DATE	74
NOTE	69p.; For related document, see CE 007 333
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Career Awareness; *Career Education; Career Exploration; *Elementary Education; *Elementary School Guidance; Interpersonal Relationship; Learning Activities; Occupational Clusters; Self Concept; *Teaching Guides

ABSTRACT

Career Guidance is linked with academic learning experiences in the lessons to infuse, explore, and evaluate career education in the elementary (K-8) grades. The domain areas underlying the lessons are self-awareness, interpersonal skills, career awareness, and career exploration. The guidance lessons for the various levels from kindergarten through grade 8 are entitled: Who Am I?, Values As They Relate to Self-Concept and Awareness, Self-Awareness, Holidays, Attitudes As They Relate to Self and Others, Values As They Relate to Self-Concept and Awareness, How to Study, Secretaries, Technicians, A Look at Self, and Self and Career Awareness. Each lesson consists of concepts, general goals, performance objectives, grade level, curriculum areas, new vocabulary, prerequisite knowledge, required resources, teacher preparation, instructional procedures, supplemental activities, and assessment procedures. Worksheets of student learning activities accompany many of the lessons. (NJ)

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TEACHER'S GUIDE

FOR

CAREER EDUCATION

in

GUIDANCE

Kindergarten - Grade 8

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VT 102 833

Prepared under the supervision of the
Division of Curriculum Services
St. Louis Public Schools

Anne E. Price, Director

Edna Whitfield - Mary York, Elementary Supervisors
Lila Murphy, Editor

Career Education Project Production Staff

Marie B. Burrow, Director

Marie B. Burrow, Guidance Writer

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PREFACE

Scientific service, business communication and the technological revolution is creating career opportunities. The demand for people who have saleable technical skills is growing while the need for people without skills is disappearing. People may enter into fields from medicine to computers, engineering, to the space program with only a year or two of education beyond high school graduation.

The purpose of these suggested lessons is to infuse, explore and evaluate career education in the elementary school. Teaching about and guidance into careers may be linked with academic learning experiences and thereby build an understanding of personal worth, and establish an early selection of work interest that prepares him for training during adolescence, interest in remaining in school and a wise job selection in adult life.

INTRODUCTION

The Career Education Project is designed to make pupils aware of themselves and the various careers available. It is now becoming important that the community, parents and educators, think of the World of Work as a definite part of the curriculum of the elementary school. It is important that teachers, parents, counselors and administrators think of occupations as starting places for instruction - to think of authentic people - alive and relating to themselves, their work stations, and their communities. Once the parents and educational team think of personalized occupational information as significant, legitimate content, they can and will organize and correlate subject areas around people.

Career Education should start in the kindergarten and primary grades and should be emphasized through occupational play. Pupils can assume roles of doctor, nurse, policeman, plumber, engineer, auto mechanic and other familiar occupations. In grades three through six, the emphasis should be on further career awareness through additional information about occupations and developing respect and appreciation for all types of work. Career exploration in depth, in grades seven and eight, should involve a more detailed study of the skills, technical requirements, working conditions, responsibilities and rewards of occupations. If career education is to be effective, it should encompass the entire school program from kindergarten through secondary school. It should also include the post secondary level, adult and continuing education.

All along the way the emphasis is upon pupil self-analysis and exploration with respect for a great many careers and occupations. Career education will also include finding a job and holding it. There should be a concern in helping the pupils consider their careers in relation to their potential and abilities; they should learn of occupational needs, projected job skills, and now to secure help in finding a job. It may be asked, what we really mean by Career Education, and why it is that everyone is becoming so interested in career education at this time. Career Education is a process for which people are prepared to make choices of a rewarding, satisfactory

career, after being exposed to a wide variety of fields of work. School is made more relevant as the pupil progresses from kindergarten through the grades in subject areas paralleled and correlated with this World of Work; children learn to learn, and appreciate jobs, because there is security and dignity in honest labor. This purpose might well be served by arousing interest in the jobs of parents, family-members or even by jobs pupils have done themselves. One's career development is a direct correlation of one's self-concept - a reflection of one's self. Finally, self-realization becomes a reality. No longer is failure more prevalent than success, because goals are more individualized, and success in many ways is deliberate.

ACKNOWLEDGEMENTS

The Career Education Project Staff extends gratitude to the Career Education Community Advisory Council, Evaluative Research Association, Volunteers, and all others who contributed to make this program meaningful and informative for the pupils. To the administrators, staffs, and parents of the three pilot schools - Farragut, Long, and Mullanphy - the staff expresses special appreciation.

A special thanks to Marie L. Larkin, Art Supervisor, St. Louis Public Schools, for the cover sheet of the Grade Levels Lessons.

A a
B

Fifteen Cluster Arrangement

Service Group

Consumer and Homemaking
Public Services
Personal Services
Hospitality and Recreation

Business Group

Business and Office
Manufacturing
Marketing and Distributing
Transportation
Construction

Science Group

Health
Environmental Control
Agri-business and Natural Resources
Marine Science

Communication Group

communication
Fine Arts and Humanities

GUIDANCE LESSONS

WHO AM I?

VALUES AS THEY RELATE TO SELF CONCEPT AND AWARENESS

SELF AWARENESS

HOLIDAYS

SELF AWARENESS

ATTITUDES AS THEY RELATE TO SELF AND OTHERS

VALUES AS THEY RELATE TO SELF CONCEPT AND AWARENESS

HOW TO STUDY

SECRETARIES

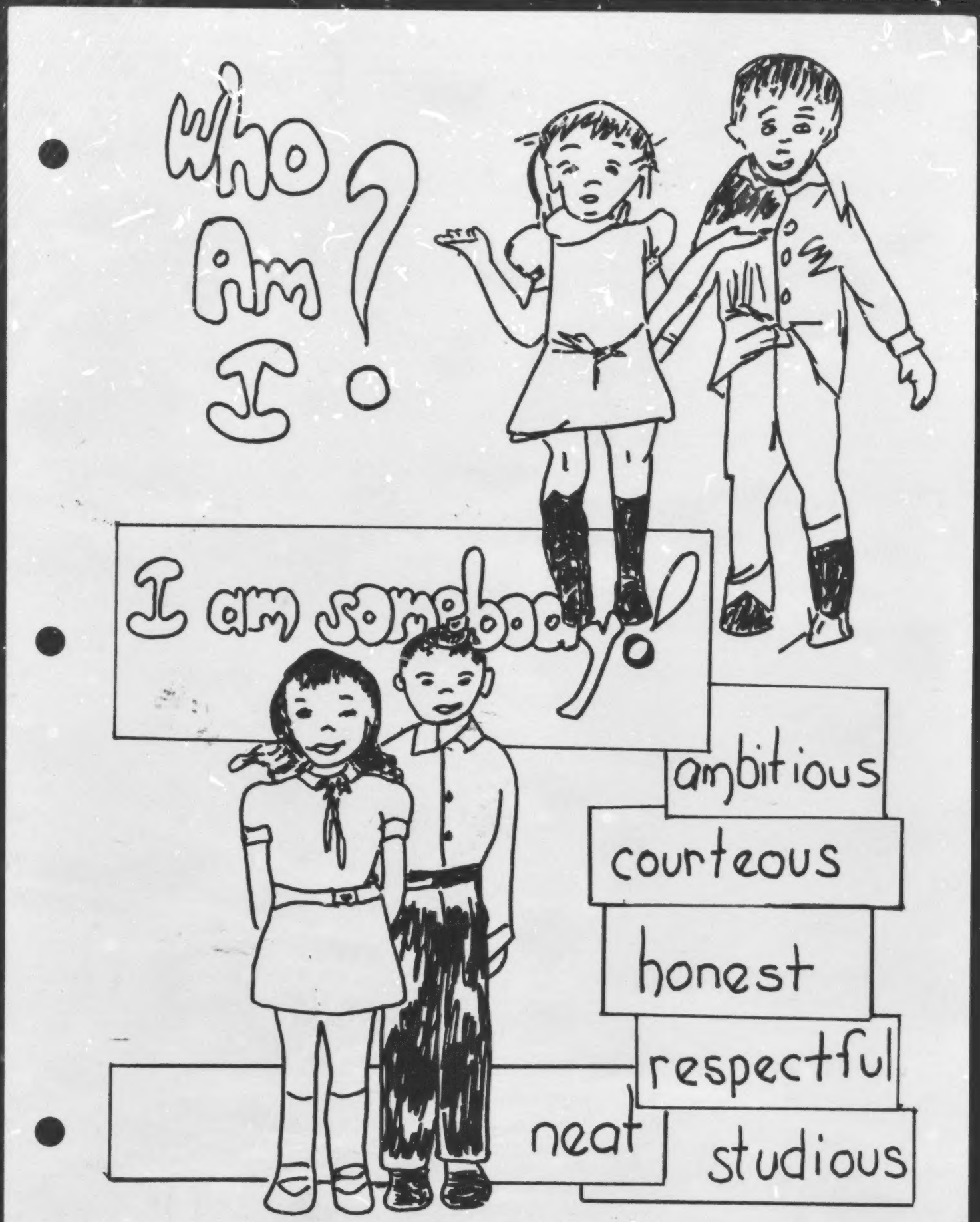
TECHNICIANS

THOUGHT FOR THE DAY

A LOOK AT SELF

SELF AND CAREER AWARENESS

"EVERY CHILD HAS A RIGHT TO THINK, EXPLORE, AND CHOOSE."


Who Am I?
I am somebody!
ambitious
courteous
honest
respectful
neat
studious

Saint Louis Public Schoools Career Education Project

WHO AM I?

DOMAIN: Self-Awareness

CONCEPTS:
1. It is important that the pupil becomes aware that he is unique.
2. It is important that the pupil becomes aware that he has inherent dignity.
3. It is important that the pupil becomes aware that he has characteristics that make him Somebody.

GENERAL GOALS:
1. Pupil understands his behavior traits - his feelings.
2. Pupil understands, accepts, and respects his own uniqueness.
3. Pupil understands he has strengths, weaknesses, and feelings that change. Why do they change?

PERFORMANCE OBJECTIVES:

1. Pupil talks about who he is in terms of being Somebody.
2. Pupil talks about what makes him Somebody.
3. Pupil illustrates himself.

GRADE LEVEL: Kindergarten - Grade 5

CURRICULUM AREAS:
Guidance
Language
Social Studies

NEW VOCABULARY: (to be developed)

unique	neat
worth	studious
ambitious	self
courteous	somebody
honest	respectful

PREREQUISITE KNOWLEDGE:
Pupil's own name.
He is a human being.
He is different (unique).
His behavior displays who he is.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing themselves.	Display cover sheet. Secure similar pictures from magazines. FS 667-187 *Who Are You?*

TEACHER PREPARATION:

1. Order and preview Fs 667-187 *Who Are You?*
2. Find and assemble pictures (similar to cover), showing apparent contrasts.
3. Prepare the pupils for the discussion of self.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Teacher starts pupils talking about themselves by the introduction of filmstrip *Who Are You?* Are you like anyone in this room? How are you different? How alike?
Teacher elicits the fact phrase - I Am Somebody!

TASKS

1. Direct pupils to positive answers to the question Who Are You? leading to the answers, - I Am Somebody!
2. Guide pupils to naming qualities and kinds of behavior that show they are somebody:

ambitious	neat
courteous	studious
honest	helpful
respectful	obedient

3. Talk with pupils about pictures and the differences between them.
4. Continue FS 667-187 *Who Are You?*
5. Encourage pupils to talk about each part of the filmstrip and relate it to each individual.
6. Lead pupils to see their uniqueness.

SUPPLEMENTARY ACTIVITIES:

1. Let each pupil draw a picture of himself. (May use mirrors).
2. Let pupils draw around each other as they lie down on large kraft paper.
3. Let teacher or pupils print the pupil's name on his paper.

ASSESSMENT PROCEDURE:

DESCRIPTION

1. Have pupil answer questions about himself.
2. Have pupils role-play how they see themselves as Somebody.
3. Have pupils discuss some traits that make them feel like somebody.
4. Have pupil draw himself and then discuss what he has drawn.

SUMMARY:

1. Review and re-emphasize all the qualities and trends of behavior previously discussed.
2. Encourage pupils to talk about what makes them somebody, other than just saying it.
3. Encourage pupils to understand that uniqueness counts.
4. Encourage pupils to honestly evaluate themselves daily on chart PROJECT Me.

PROJECT: ME

WHO AM I?	HOW AM I DOING?								DATE _____	
	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
SUBJECT	Class-work	Behavior and attitude	Class-work	Behavior and attitude	Class-work	Behavior and attitude	Class-work	Behavior and attitude	Class-work	Behavior and attitude
READING										
LANGUAGE										
SPELLING										
SOCIAL STUDIES										
SCIENCE										
MATHEMATICS										
MUSIC										
ART										
PRACTICAL ARTS										
PHYSICAL EDUCATION										

Saint Louis Public Schools Career Education Project

A UNIT ON VALUES AS THEY RELATE TO SELF CONCEPT AND AWARENESS

DOMAIN: Self-awareness and Interpersonal Skills

CONCEPTS:
1. It is important to know yourself in relationship to values and decisions.
2. It is important to have confidence in one's self.
3. It is important to accept the responsibilities for your choice.

GENERAL GOAL: To promote discussion concerning one's self-awareness as individual values are perceived.

PERFORMANCE OBJECTIVES:

1. Pupils discuss themselves as they see themselves.
2. Pupils discuss their thinking about the values they apply in their daily lives.
3. Pupils discuss their feelings and their individual ranking of values as found in lesson.
4. Pupils become aware of their own values through discussion, role play, and creative activity.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten - 3rd Grade

CURRICULUM AREAS:
Guidance
Language
Social Studies

NEW VOCABULARY: (to be developed)
awareness
values
agreement
symbolize
society
feelings

PREREQUISITE KNOWLEDGE:
1. The meaning and significance of the word values.
2. The awareness of how values are developed.

RESOURCES ACQUIRED:

Found Within the Lesson	Teacher Acquired
Pictures of suggested items to be ranked according to the child's perception of the value.	Pictures of items or names of items to be ranked by pupils.

TEACHER PREPARATION:

1. Teachers must be aware of contemporary society and have the knowledge and experience which enables them to help the child focus on self. Adapt suggested activities and procedures to the group.
2. In 4th grade social studies text, *This is Man*, chapters 12 and 13, there is helpful material which may help develop concepts of value.
3. Find pictures of 10 items, such as those suggested, to be ranked in value. Prepare VALUE SHEET and make enough copies for class.
4. Order and preview audiovisual material:

   FS 667-187 *Who Are You?*
   F 173-106 *I'M The Only Me*

   Decide when and/or which to use.

INSTRUCTIONAL PROCEDURE:

1. Teacher discusses with pupils the meaning of the word value. Synonyms may be given:

worth	excellence
quality	useful
importance	standard

   Antonyms may be used in explaining the meaning of the word value.
2. Let pupils divide themselves into groups of five. (Size of group will be determined by number of pupils in classroom).
3. Give a VALUE SHEET (which you prepared ahead of time) to each pupil. Say to the pupils: Values are a part of everyone's life, and now we will see in what order each of you see the items on the paper. We will explore our own values in a way that makes it easy for us to talk about them.
4. Each pupil in the group is to rank the items 1-10 according to the importance to him.
5. Working together, each group comes to an agreement as to what value each item on the paper symbolizes for them.
6. Now, each group presents its list to the other groups. They must tell why their group made the decision and whether or not each pupil in the group agreed.
7. Groups compare their completed lists.

SUPPLEMENTARY ACTIVITIES:

1. Did the degree of agreement or disagreement surprise you?
2. What were your feelings about yourself when you found out that you did not agree with others?
3. Pupils may draw pictures or write stories concerning individual values.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Allow pupils to relate to class any experience they have had that brings out what they really value at this point.
2. Encourage pupils to talk about their feelings in a group or individually.
3. Demonstrate perception of values, such as role playing, or art work.
4. Observe overt changes in values.

SUMMARY

Both the pupil and teacher can receive a great deal of learning from the groups, both individually and collectively, as they discuss their concepts of the items

ASSESSMENT PROCEDURES (cont.)

and the hierarchy of values.

The many interpretations of the listed items can be enlightening for the teacher. Self-concepts are evident - confidence, feelings of worth, feelings of inadequacy, withdrawal, feelings of aggression.

In helping to develop worthy self-concepts, feelings of worth and dignity, as well as values, must become a motivative force. In this unit and activities, the pupils become more aware of the values that are a part of their lives.

After working with pupils in an educational setting, you can readily see that hostility and conflicts with their parents, teachers, and society sometimes exist.

Psychological needs and experiences play an important part in one's values - thus, self-concept and awareness of self and others is affected.

A girl may put priority on joining a dancing team because she is unattractive but wants to be popular. A boy may not involve himself in sports because his peers laugh when he tries anything of this nature. This is where the teacher or counselor can be very helpful in setting up regular individual sessions in which certain steps are taken to promote identity and self-confidence.

Acceptable behavior may become overt as a result of conscious values which the pupil sees as meaningful. Values are developmental: the values important to a pupil at grade five may no longer be so at grade seven. This must be the pupil's standard, as values cannot be taught - they are acquired.

Guidance Activity

VALUE SHEET

1. Divide into groups.
2. Look at sheet and think about what each of the items below mean to you.
3. Individually arrange them in order of importance to you by numbering them, on the side, 1 to 10.
4. Then, the group discusses them, stating why they numbered them as they did.
5. The group must agree. (Seldom do).

_____ a valentine

_____ music

_____ art

_____ books

_____ a car

_____ a clock

_____ a telephone

_____ TV Guide

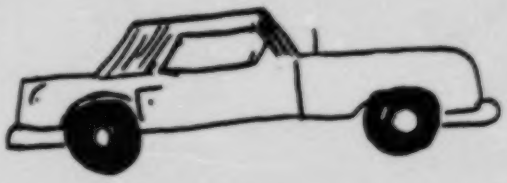
_____ dollar bill

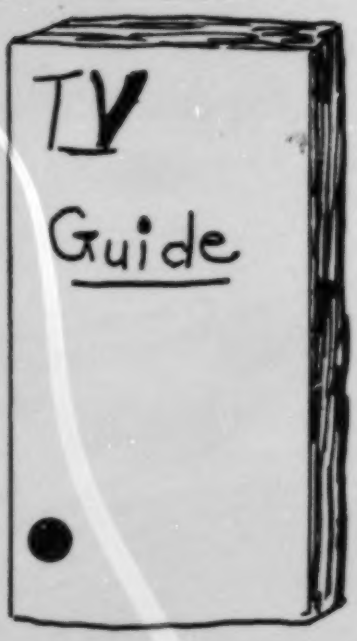
_____ flowers

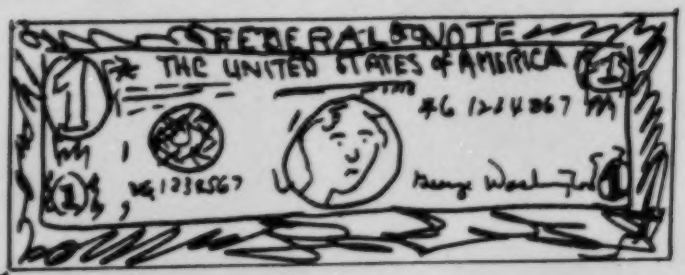
Guidance Activity

VALUE SHEET

1. Look at sheet and think about what each of the items below means to you.
2. Arrange them in order of importance to you by numbering them on the side 1-10.
3. Divide into groups.
4. The group talks about them, telling why they numbered them as they did.







SELF-AWARENESS

DOMAIN: Self-Awareness

CONCEPTS:
1. It is important that the pupil becomes aware that he is unique.
2. It is important that the pupil becomes aware that he has worth and dignity.
3. It is important that the pupil becomes aware that uniqueness counts.

GENERAL GOALS:
1. Pupil understands his abilities and limitations.
2. Pupil understands his abilities to perform certain tasks.
3. Pupil understands, accepts, and respects his own uniqueness.

PERFORMANCE OBJECTIVES:
1. Pupil demonstrates and/cr identifies ways in which he is unique.
2. Pupil demonstrates and/or identifies his strengths, talents, abilities, and interests.
3. Pupil draws a picture of himself.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Kindergarten - Grade 5

CURRICULUM AREAS:
Guidance
Language
Social Studies
Art

NEW VOCABULARY:

unique	limitations
worth	strengths
interests	talents
abilities	awareness
self	

PREREQUISITE KNOWLEDGE:
Pupil knows:
his own name
that he is a human being.
what he likes to do.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing themselves.	FS 667-187 *Who Are You?* FS 167-103 *People Are Different and Alike.*

TEACHER PREPARATION:

1. Prepare and discuss vocabulary.
2. Order and preview
   FS 667-187 *Who Are You?* and/or
   FS 167-103 *People Are Different and Alike*

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Teacher leads pupils to talk about themselves by the introduction of the questions, Who are you? How are you different? How are you alike?

TASKS

1. Encourage pupils to give positive answers leading to the answer, I Am Somebody.
2. Encourage pupils to recognize the qualities that make them somebody.
3. Show FS 667-187 *Who Are You?* and FS ;67-103 *People Are Different and Alike*
4. Encourage pupils to see their uniqueness by:
   a. Putting their hands on table - all are different.
   b. Putting feet out - all are different
   c. Drawing pictures of themselves and discussing the drawings.
   d. Talking about what they like to do.
5. Discuss parts of filmstrips and the entire filmstrip.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Have each pupil answer questions about himself:
   a. Who am I?
   b. What can I do well?
   c. What do I like to do?
   d. How can I learn to dance, sew, swim, etc?
2. Have pupils role play how they see themselves with other members of class. Allow each one to talk to another pupil about his strengths, talents, likes, and dislikes.
3. Have pupils talk about their picture: How am I like someone? How am I different from someone?
4. Have pupils role play how they see themselves as an individual at school, at home, on the playground.

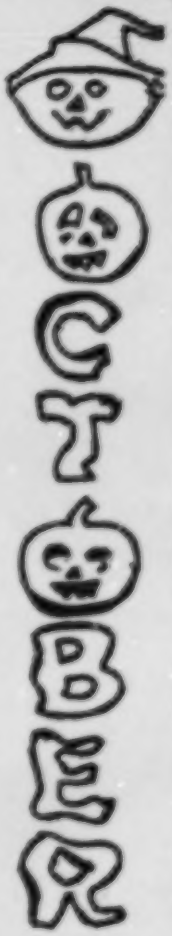
DIRECTION

1. Present the above at different times.
2. Teacher should become involved in the activities.

SUMMARY

1. Allow pupils more time to talk about how they are alike and different.
2. Allow pupils, or teacher, to bring the name of the pupil at the top of paper and I Am Somebody at the bottom.

HOLIDAYS
(HALLOWEEN)



DOMAIN: Self Knowledge and Interpersonal Skill

CONCEPTS:
1. It is important that pupils accept themselves as unique.
2. It is important that pupils accept and respect others.
3. It is important that pupils respect their property and that of others.
4. It is important to understand the many occupations involved in observance of a holiday.

GENERAL GOAL: To promote discussion concerning one's self, understanding others, and the world of work.

PERFORMANCE OBJECTIVES:
1. Pupil shows his understanding of self and of interdependence by working together cooperatively to plan for the holiday.
2. Pupil talks about his feelings and about himself during role playing activities (in costume).

LESSON TIME: At the discretion of the teacher for each holiday.

GRADE LEVEL: Kindergarten - Grade 8

CURRICULUM AREAS:
Guidance
Language
Social Studies

NEW VOCABULARY: (to be developed)

unique (different)	sprayer	trucker	poet
seamstress	sorter	retailer	artist
self	farmer	grocer	
name of holiday (Halloween)			

PREREQUISITE KNOWLEDGE:
The meaning and significance of the holiday.
Note to teachers: Halloween used as example for lesson Holidays.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils dressed to represent different characters.	Pumpkin to make a Jack-O-Lantern
Costumes	Syrup for apples
Pictures of holiday symbols	Materials for masks (paper bags)
Story books	FS 659-157 *Winnie the Witch*
	FS 648-101 *Halloween*

TEACHER PREPARATION:

1. Order from audiovisual and preview filmstrips, prepare stories, decorations and refreshments.
2. Become familiar with the many jobs involved in the various costumes worn by pupils and other items used.
3. Become familiar with several reasons the pupils would choose a particular character to represent at this time.
4. Prepare syrup for candied apples.
5. Prepare masks using paper bags.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

In primary, teacher will tell about meaning of holiday. In 4-8, pupils can research.
Halloween (Allhallow's evening) is a special day. The word means Allhallow's evening. The name means Holy Eve. October 31 is the eve of the Church festival of All Saints which occurs November 1. Many years ago, pagan people celebrated All Saints' Day in honor of good and evil spirits.

Show FS 648-101 *Halloween*
Later FS 659-157 *Winnie the Witch*

TASKS

1. Discuss with pupils the following people:
   - pumpkin growers
   - costume makers
   - candy makers
   - popcorn makers
   - paper bag makers
   - writers (verses, plays, stories)
   - artists who make decorations
   - film producers
2. Let pupils dip apples in syrup, make masks, and/or Jack-O-Lanterns.

SUMMARY AND DISCUSSION:

1. The teacher will promote discussion with pupils concerning safety during the holidays.
2. The teacher will encourage pupils to demonstrate how to show respect to others.
3. The teacher will tell a story about Halloween (holiday).
4. The teacher will encourage pupils to tell a story or role-play Halloween experiences.

The grade level and holiday will determine the extent of this lesson as well as the audiovisual materials, vocabulary, and procedures used. The knowledge as displayed above, will show pupils self and career awareness.

SUPPLEMENTAL ACTIVITIES:

1. Tell or list 3 ways each pupil was different.
2. Role play how you would act at someone's door when you "Trick or Treat."
3. Show *Halloween* and *Winnie the Witch*.

SUPPLEMENTAL ACTIVITIES (cont.)

4. Describe or role-play what you would do if you knew a friend of yours did not have a costume to go to a party (problem solving - decision making).

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Encourage pupils to (draw) illustrate something about the holiday.
2. Encourage pupils to write a story about the holiday. (4-8)
3. Encourage each pupil to talk about how he feels about himself even when dressed like someone else.
4. Encourage the pupils to explore (4-8) the meaning of the holiday as well as its origin.

SELF-AWARENESS

DOMAIN: Self-Awareness

CONCEPTS:
1. It is important that the pupil becomes aware that he is unique.
2. It is important that the pupil becomes aware that he has worth and dignity.
3. It is important that the pupil becomes aware that uniqueness counts.

GENERAL GOALS:
1. Pupil understands his abilities and limitations.
2. Pupil understands his abilities to perform certain tasks.
3. Pupil accepts and respects his own uniqueness and the uniqueness of others.

PERFORMANCE OBJECTIVES:

1. Pupil demonstrates and/or identifies ways he is unique.
2. Pupil demonstrates and/or identifies his strengths, talents, abilities and interests.
3. Pupil draws himself.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Grade 4-8

CURRICULUM AREAS:
Guidance
Language

NEW VOCABULARY:
unique
worth
interests
abilities
limitations
strengths
talents
awareness
self

PREREQUISITE KNOWLEDGE:
His name.
He is a human being.
What he likes to do.
What he likes about himself.
What he dislikes about himself.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing themselves.	FS 661-160 *Who Are You?* FS 667-187 *Who Are You?* FS 167-103 *People Are Different and Alike*

TEACHER PREPARATION:

1. Prepare and discuss vocabulary.
2. Order from audiovisual and preview:
   FS 667-197 *Who Are You?*
   FS 661-160 *Who Are You?*
   FS 167-103 *People are Different and Alike*
3. Prepare a sample chart illustrating a self descriptive chart of, "Who Am I?"

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Teacher starts pupils to talking about themselves by the introduction of_____ "Who are you?" "How are you different?" "How are you alike?"

TASKS

1. Encourage pupils to give positive answers leading to the answers "I Am Somebody."
2. Encourage pupils to recognize the qualities that makes them somebody.
3. Show: FS 667-187 *Who Are You?*
   FS 661-160 *Who Are You?*
   FS 167-103 *People are Different and Alike*
4. Encourage pupils to see their uniqueness.
5. Discuss each part of filmstrip, then the entire filmstrip. Each filmstrip will be shown on different days at the discretion of the teacher.

SUMMARY

1. Give pupils more time to talk about how they are alike and different.
2. Encourage pupils time to discuss the things they like about school. (Include subjects and activities).
3. Encourage pupils to discuss themselves and jobs they think interest them.

SUPPLEMENTAL ACTIVITIES:

1. List subjects and activities they like. Why?
2. Make a cut-out picture of themselves and dress themselves in an occupation of their choice.
3. Make a collage of occupations.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Have pupil answer questions about himself.
2. Have pupil role-play how he sees himself with other members of class.
3. Have pupil draw pictures and talk about them.
   a. How am I like someone else?
   b. How am I different?
4. Have each pupil make his own chart.

Who Am I?

Name
Appearance
Personality
Abilities
Interests

ASSESSMENT PROCEDURES (contd.)

5. Make a large collage with outline of each of their heads using slide projector. Pupils then cover the cut-out with a career of their choice.
6. Draw a whole person (pupil's body), then cover the (body) person with things that are good and/or not so good about himself.

SUMMARY

1. Allow pupils more time to discuss with other members of the class positive and negative characteristics concerning them (acid test).
2. Allow pupils more time to change their body cut-outs when they feel a negative characteristic has changed.
3. Allow pupils more time with their cut-out picture of themselves when they become interested in another occupation.

K N O W Y O U R S E L F

My Rating Chart

CHARACTER TRAITS	Always	Some-times	Never	HEALTH HABITS	Always	Some-times	Never
Honesty				Personal Cleanliness			
Reliability				Personal Appearance			
Integrity				Proper rest and exercise			
Enthusiasm				Proper diet			
PERSONAL QUALITIES				PERSONAL QUALITIES			
Self-Control				Charitableness			
a. I am slow to anger				a. I am forgiving and forgetting			
b. I am considerate of others				b. I look for the good in others			
c. I have a sense of humor				c. I try to overlood faults in others			
d. I do not lose my head				d. I try to give constructive criticism			
COOPERATION IN GROUP WORK				AVOIDING CONFLICTS			
a. I contribute ideas				a. I am cool-headed			
b. I accept suggestions				b. I am always ready to start an argument			
c. I am willing to compromise				c. I try not to arouse anger in others			
d. I do my share of work				d. I try to prevent others from fighting			

Saint Louis Public Schools Career Education Project

A LESSON ON ATTITUDES AS THEY RELATE TO SELF AND OTHERS

DOMAIN: Self Awareness

CONCEPTS:
1. It is important that each pupil becomes aware that his concept of himself depends on the attitudes he displays.
2. It is important that each pupil becomes aware that he must
   a. accept himself and others.
   b. respect himself and authority.
   c. be trusted.
   d. develop realistic goals.
   e. accept responsibility as a part of growing up.

GENERAL GOALS:
1. Pupil understands that the attitudes he displays affect his self development.
2. Pupil understands that his attitudes interferes with tasks he performs.
3. Pupil accepts himself and others as worthwhile individuals.
4. Pupil learns how to get along with others.

PERFORMANCE OBJECTIVES:

1. Pupil identifies the experiences he has had showing worthwhile attitudes, when negative attitudes have been displayed to him.
2. Pupil demonstrates situations where negative attitudes have been changed to acceptive or positive ones.
3. Pupil role plays how his attitude can affect his entire life and chosen career.
4. Pupil illustrates himself with a negative and positive attitude.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Middle and Upper Grades

CURRICULUM AREAS:
Guidance
Language
Art

NEW VOCABULARY:

attitude	display
negative	accept
positive	respect

PREREQUISITE KNOWLEDGE:
Pupil knows:
1. he is an individual.
2. his feelings about himself.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
1. Pupils discussing their achievement. 2. Pupils discussing their feelings about themselves. 3. Groups formed before or after open discussions. 4. Pupils discussing their attitudes about authority and property. a. Parents b. Policemen c. Teachers d. Lawns e. Books, buildings, etc. f. Peers	F 270-170 *Take a Look at Yourself* FS 661-163 *What Good is School?* Pictures of people showing many different attitudes. (facial expressions showing feelings)

TEACHER PREPARATION:

1. Prepare and discuss vocabulary.
2. Become familiar with several films:
   F 270-170 *Take a Look at Yourself*
   FS 661-163 *What Good is School?*
3. How do pupils' attitudes relate to attitudes expressed in films.
4. Correlate the feelings of happy, achieving people with success.
5. Correlate with oral and written language lessons.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

1. Teacher encourages pupils to think and talk about themselves and how they feel most of the time.
2. Teacher may ask pupils to divide up into groups, and discuss and prepare to role play how they would react if a policeman stopped them for something.
   a. After giving pupils time to do the above, call them back from groups.
   b. Ask each group to role play what they discussed in group.

TASKS

1. Show film, *Take a Look at Yourself.*
   Show film, *What Good is School?* (another time)
2. Encourage pupils to think in terms of positive attitudes toward themselves and authority.
3. Encourage pupils to realize that their attitudes show in everything they do.
4. Encourage pupils to see the characteristics that show what their attitudes are.

SUPPLEMENTAL ACTIVITIES:

1. Have pupils discuss film, 270-170 *Take a Look at Yourself*, in relationship to themselves.
2. Have pupils discuss film as it pertains to employer-employee relationship.
3. Have pupils write and/or role play about:
   a. Why boy in film rejected authority.
   b. Why he changed his feelings toward the police.
   c. Did he really change his attitudes toward the police?
4. Have pupils write a play which shows attitude changes of some characters which will promote positive attitudes toward self, others, property, and authority.
5. Have pupils make a mood collage with matching cards for a game.
6. Use pictures from magazines and newspapers showing various attitudes.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Allow pupils to show how they would display a positive and negative attitude after being stopped by a policeman when they had done nothing wrong.
2. Allow pupils to show why and how an attitude (negative or positive) can change. Discuss why?

SUMMARY

1. Encourage pupils to take a look at themselves; talk about their attitudes toward themselves, authority and property.
2. Allow pupils to discuss the attitudes they like and dislike about themselves; then encourage pupils to establish their own positive attitudes.
3. Allow pupils to set goals according to their experiences, skills, and purposes.
4. In all these activities the teacher should:
   a. become involved in groups and activities.
   b. encourage questions and exploring of ideas and views.
   c. capitalize on individual interests and talents.

Saint Louis Public Schools Career Education Project

A UNIT ON VALUES AS THEY RELATE TO SELF-CONCEPT AND AWARENESS

DOMAIN: Self-awareness nad Interpersonal Skills

CONCEPTS:
1. It is important to know yourself in relationship to values and decisions.
2. It is important to have confidence in one's own self.
3. It is important to accept the responsibilities for your choice.

GENERAL GOAL: To promote discussion concerning one's self-awareness as individual values are perceived.

PERFORMANCE OBJECTIVES:

1. Pupils discuss themselves as they see themselves.
2. Pupils discuss their thinking about the values they apply in their daily lives.
3. Pupils discuss their feelings and their individual hierarchy of values as found in lesson.
4. Pupils become aware of their own values through discussion, role play, and creative activity including writing.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: 4th - 8th Grade

CURRICULUM AREAS:
Guidance
Language
Social Studies
Art

NEW VOCABULARY:
awareness
values
agreement
symbolize
society
feelings

PREREQUISITE KNOWLEDGE:
1. The meaning and significance of the word values.
2. The awareness of how values are developed.

RESOURCES

Found Within the Lesson	Teacher Acquired
Suggested list of items to be ranked.	List of words naming items to be ranked by pupils. 4th Grade social studies text, *This is Man*, Chapters 12 and 13.

TEACHER PREPARATION:

1. Teachers must be aware of contemporary society and have the knowledge and experience which enables them to help the pupil focus on self.
2. In 4th grade social studies text, *This is Man*, Chapters 12 and 13, there is helpful material which may be used to develop concepts of values.
3. Prepare list of items to be ranked in value. These are suggestions only; develop your own list.

VALUE SHEET

_____dollar bill
_____valentine
_____music
_____art
_____books
_____a car or a vacation in a car
_____a clock
_____a telephone
_____TV Guide
_____flowers

4. Order and preview audiovisual materials.

FS	661-160	*Who Are You?*
FS	766-445	*The Choice is Yours*
F	271-159	*I Think*

Decide when and/or which to use.

INSTRUCTIONAL PROCEDURES:

1. Teacher discusses with pupils the meaning of the word value. Synonyms may be given:

worth	excellence
quality	usefulness
importance	standard

Antonyms might be of use in arriving at the meaning of value.

2. Let pupils divide themselves into groups of five. (Size of classroom will determine this).
3. Give a VALUE SHEET to each pupil (which you prepared ahead of time).
   Say to pupils:
   > Values are a part of everyone's life, and now we will see in what order each of you see the items on the paper. We will explore our own values in a way that makes it easy for us to talk about them.
4. Each pupil in the group is to rank the items 1-10 according to the importance to him.
5. Working together, each group comes to an agreement as to what value each item on the paper symbolizes for them.
6. Now, each group presents its list to the other groups. They must tell why their group made the decision and whether or not

INSTRUCTIONAL PROCEDURES

each pupil in the group agreed.

7. Groups compare their completed lists.

SUPPLEMENTAL ACTIVITIES:

1. At another time, change groups and repeat activity with same or different items.
2. Allow pupils to bring items or pictures of items they value and tell why.
3. Pupils may write stories concerning individual values.
4. Allow pupils to interview each other concerning school.
   What do you value about school?
   What do you value about home?
   What do you value about family?
   What do you value about job?

DISCUSSION

1. Did the degree of agreement or disagreement surprise you?
2. What were your feelings about yourself when you found out that you did not agree with others?
3. Why or why not were you anxious to agree? Did you feel you were wrong and readily willing to change your ranking?
4. Did you agree with all of the rankings of others? Explain. Why or why not did you try to convince others to go along with you?
5. Explain how your parents would react.
   Would they have agreed with you? Why or why not?
   Would they have differed with you? Why or why not?
   Does it matter to you whether your parents would agree or disagree?
   Does it matter to you whether the people around you - what we call society - would agree or disagree?
6. Who influences your values?
7. After the groups had reported, would you change your ranking?

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Allow pupils to relate to class any experiences they have had that bring out what they really value at this point.
2. Encourage pupils to write about their feelings in relationship to the value of the listed items discussed.
3. Encourage pupils, alone or in groups, to do creative activities such as role playing, art work, writing a story or poem, that demonstrate perception of values.

SUMMARY

Both the pupil and teacher can receive a great deal of learning from the groups, both individually and collectively, as they discuss their concepts of the items and the hierarchy of values.

The many interpretations of the listed items can be enlightening for the teacher. Self-concepts are evident - confidence, feelings

ASSESSMENT PROCEDURES (cont.)

of worth, feelings of inadequacy, withdrawal, feelings of aggression.

In helping to develop worthy self-concepts, feelings of worth and dignity, as well as values, must become a motivative force. In this unit and activities, the pupils become more aware of the values that are a part of their lives.

After working with pupils in an educational setting, you can readily see that hostility and conflicts with their parents, teachers, and society sometimes exist.

Psychological needs and experiences play an important part in one's values - thus, self-concept and awareness of self and others is affected.

A girl may put priority on joining a dancing team because she is unattractive but wants to be popular. A boy may not involve himself in sports because of his poor coordination and because his peers laugh when he tries anything of this nature. This is where the teacher or counselor can be very helpful in setting up regular individual sessions in which certain steps are taken to promote identity and self-confidence.

Acceptable behavior may become overt as a result of conscious values which the pupil sees as meaningful. Values are developmental: the values important to a pupil at grade five may no longer be so at grade seven. This must be the pupil's standard, as values cannot be taught - they are acquired.

VALUE SHEET

1. Divide into groups.
2. Look at sheet and think about what each of the items below mean to you.
3. Individually arrange them in order of importance to you by numbering them, on the side, 1 to 10.
4. Then, the group discusses them, stating why they numbered them as they did.
5. The group must agree. (Seldom do).

_____ a valentine

_____ music

_____ art

_____ books

_____ a car

_____ a clock

_____ a telephone

_____ TV Guide

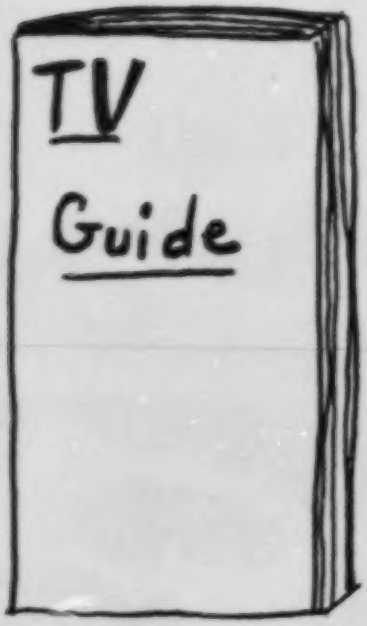
_____ dollar bill

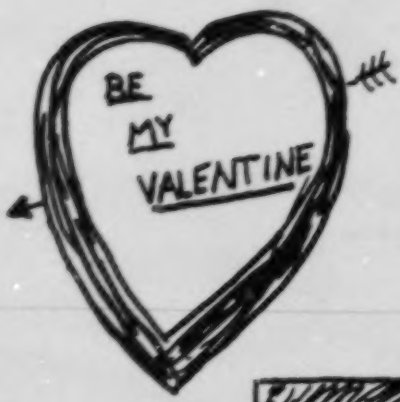
_____ flowers

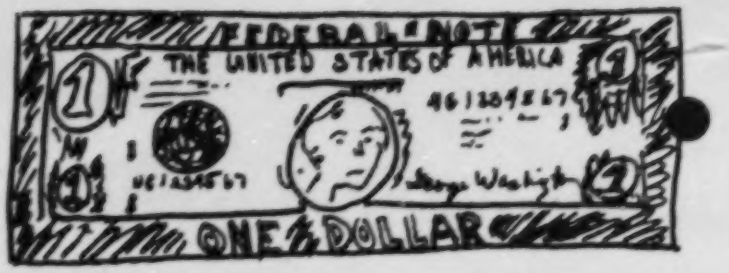
Guidance Activity

VALUE SHEET

1. Look at sheet and think about what each of the items below means to you.
2. Arrange them in order of importance to you by numbering them on the side 1-10.
3. Divide into groups.
4. The group talks about them, telling why they numbered them as they did.







HOW TO STUDY

DOMAIN: Self-Awareness

CONCEPTS:
1. It is important that pupils have successes that lead to self-confidence.
2. It is important that pupils know themselves.
3. It is important that pupils understand how to study.

GENERAL GOALS:
1. To promote thought concerning one's self-concept as he perceives his study habits.
2. To promote awareness of one's ability to study work-related materials correlating with school studies.

PERFORMANCE OBJECTIVES:

1. Pupils read and discuss the poem, "Mr. Nobody."
2. Pupils discuss themselves as they see themselves as they see the steps necessary for success in the studying process.
3. Pupils become aware, through discussion of how to budget their time for many activities involved in a day.
4. Pupils discuss several objectives necessary for preparation for tests, success in school, success in life.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Middle and Upper Grades

CURRICULUM AREAS:
Guidance
All subject areas

NEW VOCABULARY: (to be developed)

understand	budget	habit
attitudes	schedule	assignment
study	goals	test
preliminary	determination	

PREREQUISITE KNOWLEDGE:
1. Pupil has positive attitudes concerning what he can do.
2. Pupil has the desire to learn.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Poem: "Mr. Nobody" (optional) F 264-117 *Improving Study Habits* F 171-134 *Why You Are You?* F 661-163 *What Good Is School?*

TEACHER PREPARATION:

1. Order from audiovisual and preview films.
2. Schedule the showing of the films or film you choose.
3. Become familiar with the approaches and techniques to be used to involve the pupils in thinking of the value of testing, planning, and scheduling.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

1. The teacher introduces some How To Study methods.
2. The teacher involves the pupils in the discussion of several ways to study.

Note: Everyday teacher reinforces previous discussion.

TASKS

1. Teacher takes a textbook and, with the pupils, talks about the steps to follow in order to make studying more profitable:
   a. Make a preliminary plan. Get an idea of what the material is about--What the main ideas are.
   b. Read for understanding, asking questions as you read.
   c. Take notes on what you read.
   d. Test yourself to be sure you can answer the questions you have raised.
   e. Review the major points of the assignment and re-read sections that do not seem clear.
2. Teacher and pupils talk about how to plan work in school and at home. Pupils need to budget their time carefully.
3. Make a reasonable schedule and stick to it. (A time chart is suggested in this lesson).
   It is hoped that the following points evolve from discussion:
   a. home chores
   b. personal preparation
   c. school preparation
   d. getting to school on time
   e. leisure time activities
4. Teacher and pupils talk about some important objectives:

   Setting goals
   Learning requires effort. Get started and keep going. Getting an education, developing skills and goals, are your main objectives now.

   Having good health habits
   Good health, both physical and mental, is necessary if you are to get the most out of your school work.

   A definite place to study
   Set aside a place for study. Keep your study place well ventilated and well lighted. Have a definite time each day to study.

   Having the determination to concentrate
   Gather all materials needed before you start studying. Start studying as soon as you sit down at your desk or table. Avoid daydreaming. Work steadily while you work. Forget everything else. Interest is the greatest aid to concentration. Begin work immediately. Try to study without radio or TV.

TASKS (contd.)

Having the will to read efficiently
Have something definite to look for when you read. Find the main thought in each paragraph and state it in your own words. Use the dictionary when necessary. This will increase your word knowledge. Read silently. "Read not to contradict, nor to believe, but to weigh and consider."

Having the determination to remember
An assignment should be mastered knowing that remembering is based on understanding. Form associations among the points you wish to remember: occupations vs. duties, education, tools - personal traits, interpersonal relations, communication. Think about what you are trying to learn. Find an interest in the material. Have confidence in your ability to remember.

5. The teacher and pupils talk about note taking and the following points may evolve:

A large notebook is usually most convenient.
Write legibly.
Keep notes on one subject together.
Use an outline whenever possible.
Take good notes the first time.
Review your notes immediately after taking and at regular intervals.
Think! Think! Think!

6. The teacher and pupils talk about tests agreeing upon the following:

Preparation for tests should begin early in the year.
Start all study periods with a brief (5-10 minute) review.
Review old material before preparing the new.
Go to the test with a clear head and well rested body.
Eat a good breakfast.
Start the day relaxed by leaving home earlier so you can take your time.
Get started on the test immediately.
Before answering a question be sure you are certain that you understand the question.
Divide your time so that each question will receive its proper allotment.
Have the determination to keep active.
Listen carefully to directions given.
Don't waste your time in daydreaming.
Follow directions.
Believe in yourself.

RELY UPON YOUR OWN ABILITY AND KNOWLEDGE

Remember: Tests are a test of strength and a means of measuring your progress.
"Life itself is a series of tests."
Prepare yourself now!

SUMMARY

1. Review and re-emphasize the steps necessary for good study habits.
2. Encourage pupils to discuss and ask questions concerning a daily schedule of activities.
3. Encourage pupils to discuss the reasons for studying and testing.
4. Encourage pupils to discuss the importance of relying upon their own ability and knowledge in taking a test.
5. Encourage pupils to understand that all through life there will be series of tests.

SUPPLEMENTARY ACTIVITIES:

1. Encourage pupils to make a puzzle using study skills.
2. Allow pupils to develop tests.
3. Allow pupils to make up games that will include the skills needed to develop good study habits.
4. Use "telephone" as a listening activity (listening and studying go hand in hand).
5. (Optional) Read and discuss poem, "Mr. Nobody."

ASSESSMENT PROCEDURES:

DESCRIPTION

1. More confidence in self
2. Tests are less threatening.
3. Better test scores.
4. Discuss and make schedules for studying included in an entire day.
    a. Home chores
    b. Meal time
    c. Leisure (activities) time
    d. Study time

SUMMARY

1. The teacher should become involved with pupils in writing tests.
2. The teacher must present and re-emphasize the above.

TIME CHART

TIME CHART _____ Semester							
	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

MR. NOBODY

I know a funny little man,
  As quiet as a mouse,
Who does the mischief that is done
  In everybody's house!

There's no one ever sees his face,
  And yet we all agree
That every plate we break was cracked
  By Mr. Nobody.

'Tis he who always tears our books,
  Who leaves the door ajar,
He pulls the bottons from our shirts,
  And scatters pins afar;
That squeaking door will always squeak,
  For, prithee, don't you see,
We leave the oiling to be done
  By Mr. Nobody.

The finger marks upon the door
  By none of us are made;
We never leave the blinds unclosed,
  To let the curtains fade.

The ink we spill; the boots
  That lying round, you see
Are not our boots - they all belong
  To Mr. Nobody.

-Anonymous-

Submitted by:
Anne Trott, Teacher
Mullanphy School

Guidance
Career of the Week

SECRETARIES

DOMAIN: Career Awareness

CONCEPTS:
1. It is important for pupils to learn about occupations.
2. It is important for pupils to know themselves as they learn early the personality traits, training, involvement, and duties of many jobs.

GENERAL GOALS:
1. To promote thought concerning one's self as he perceives a career.
2. To promote awareness of one's interests in subject areas, leisure time activities, and job families.
3. To promote discussion of pupil's knowledge concerning the job opportunities.
4. To promote discussion of pupil's knowledge concerning the distinctive nature of the occupation.

DEVELOPMENTAL GOALS
1. To involve the pupil in the process of exploring many kinds of occupations in relationship to the duties and training.
2. To involve the pupil in the process of seeing the importance of getting along and working with others.

PERFORMANCE OBJECTIVES:

1. Pupil reads and role plays the job of the week (Secretarial Jobs).
2. Pupil identifies ways he may pursue his interests as a secretary.
3. Pupil demonstrates and/or identifies his abilities, strengths, and interests.
4. Pupil describes orally, role plays, or writes about the job.

DEVELOPMENTAL OBJECTIVES:

1. Help pupil to continue to explore himself - to know himself.
2. Help pupil to develop clear thinking about his assets, abilities, interests, limitations, and training.
3. Help pupil to become aware of the correlation of school subjects and getting along and working with others in the World of Work.

LESSON TIME: The week that the teacher, with the pupils, feel it applicable to involve all of the pupils interested in this particular occupation.

GRADE LEVEL: Grades 7,8

CURRICULUM AREAS:
Guidance
Language

NEW VOCABULARY:
secretary
transactions
records
loyalty
cooperation
business
interview

PREREQUISITE KNOWLEDGE:

1. Pupil can do what he is willing to prepare for.
2. Pupil has positive attitudes, knowing all jobs are important.
3. Pupil understands that work can lead to life-time careers.
4. Pupil understands that careers can be more satisfying with continuous training.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing themselves in relationship to several occupations.	In house presentations by secretaries. Available film, F 166-122 *The Secretary: A Normal Day*

TEACHER PREPARATION:

1. Prepare vocabulary activities necessary for exploring each job.
2. Order, preview; become familiar with film, *The Secretary: A Normal Day.*
3. Be aware of helping pupils correlate self with the career as well as subject areas.
4. Discuss film, reading materials and other items in relationship to pupil interest, questions, and responses.
5. Keep up with new literature on careers, interpersonal relationships, and attitudes toward the World of Work.
6. Emphasize subject areas that are strongly involved in the World of Work.
7. Emphasize personality and attitudinal development.
8. Discuss with pupils the importance of good public relations.
9. Discuss the kinds of secretaries and their communication skills, duties, and training.
10. Show film and allow pupils to discuss it in part and then in its entirety.

A. Secretary
   1. Information Processing
   2. Scheduling and Reporting
   3. Records Control
   4. Public Relations

B. Secretary Specialist (Executive, Legal, Medical)
   1. Information Processing
   2. Scheduling and Reporting
   3. Records Control
   4. Public Relations
   5. Administrative Activity
   6. Terminology Manipulation

C. Stenographer
   1. Correspondence
   2. Information Recording
   3. Information Distribution

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

1. The teacher introduces the concept of learning about several jobs by allowing the pupils to choose one each week (longer, if necessary).
2. The teacher introduces the first job - Secretary.

TASKS

1. Allow pupils to select the job for the following weeks.
2. Encourage those pupils interested to explore the job by reading and visiting a place where the job is done.
3. Show film, *The Secretary: A Normal Day.*
4. Arrange a visit for the class to the nearest hospital or health center where many jobs are seen under one roof.
5. Direct pupils to see themselves and their uniqueness.
6. Direct pupils to talk freely to workers concerning their interests, training (schooling), and their day's activities including leisure time activities.
7. Help pupils to see that there is dignity, self satisfaction, and a joy in helping others work.

SUPPLEMENTAL ACTIVITIES:

1. Make continous bulletin board adding pictures of the career of the week, having as the goal a collage of careers.
2. Make puppets and write a story about a normal day on that job.
3. Role play.
4. Write compositions.
5. Give oral stories.
6. Talk about people they know in this job.
7. Make booklets, games, puzzles, and illustrations of occupation.
8. Make Career Corners, including all kinds of information such as
   - Newspaper clippings
   - Games
   - Puzzles
   - Books and booklets
   - Dolls dressed to represent occupations
9. Invite resource people in to talk to class.
10. Prepare for a culmination activity, Career Day.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Give short quizzes about occupations discussed.
2. Prepare career words and phrases for pupils to identify, match, and/or give meaning on paper.
3. Discuss the above following checking of papers.
4. Play games -
   - Pass Word
   - Concentration
   - Careers

SUMMARY

1. Allow pupils to talk about the different kinds of secretaries and the difference in job involvement, training, and interests.
2. Allow pupils to talk about the job of the week.
3. Allow pupils to make a weekly calendar to explore different jobs.
4. Allow pupils to talk about the duties performed in the job.

TECHNICIANS

DOMAIN: Career Awareness

CONCEPTS:
1. It is important that pupils have experiences of exposure to many occupations.
2. It is important for pupils to know themselves as they learn early about the training, involvement and duties of many jobs.
3. It is important for pupils to know all jobs are important and are interdependent.

GENERAL GOALS:
1. To promote thought concerning one's self as he perceives a career.
2. To promote awareness of one's interests in subject areas, leisure time activities and job families.
3. To promote discussion of pupil's knowledge concerning the job opportunities.
4. To promote discussion of pupil's knowledge concerning the distinctive nature of the occupation.
5. To promote involvement of pupils in the process of exploring many kinds of jobs in relationship to the duties and training.
6. To promote involvement of pupils in the process of discovering that work means different things to different people.

PERFORMANCE OBJECTIVES:
1. Pupils visit a hospital or health center and talk to some technicians.
2. Pupils learn about the technician and the kinds of health of medical technicians.
3. Pupils identify and demonstrate ways they may pursue an interest as a technician.
4. Pupils role-play, describe orally and write about the job.

LESSON TIME: The week or weeks that the teacher and pupils feel it applicable to involve those interested in this particular occupation.

GRADE LEVEL: Grades 7,8

CURRICULUM AREAS:
Guidance
Language
Social Studies
Science

NEW VOCABULARY: (to be developed)

technician	X-ray
surgical	laboratory
instruments	diagnoses
surgeon	scientific
sterile	certified

PREREQUISITE KNOWLEDGE:

1. Pupil can do what he is willing to prepare for.
2. Pupil has positive attitudes, knowing all jobs are important.
3. Pupil understands that work can lead to life-time careers.
4. Pupil understands jobs have different academic, physical, and emotional requirements.
5. Pupil understands occupations exist for a purpose.
6. Pupil understands we take dignity to our work.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing themselves in relationship to several occupations. Pupils choosing another person to interview about a job.	In house presentations by several kinds of technicians. Visitation to a medical center. Available filmstrips: SFS 770-507 *Jobs in a Hospital* FS 661-160 *Who Are You?*

PREPARATION TASKS:

1. Arrange to take pupils to visit a hospital or health center and talk to technicians.
2. Arrange to have resource people from the technicians field visit the class.
3. Order from audiovisual and preview filmstrips, *Job in a Hospital* and *Who Are You?*
4. Prepare vocabulary activities necessary for exploring each occupation.
5. Become knowledgeable with several kinds of technicians and their preparation and duties.

Medical Technician

1. Duties
   a. Works in the operating room with a surgical team.
   b. Helps clean and sterilize all instruments and equipment.
2. Minimum Qualifications
   a. High school graduate
   b. 2 years special training

X-Ray Technician

1. Duties
   a. Prepares patient for X-ray.
   b. Takes X-rays.
   c. Develops film after picture has been taken.
   d. Operates large X-ray machine.
2. Minimum Qualifications
   a. High school graduate
   b. 2 years special training

Laboratory Technician

1. Duties
   a. Perform many tests
   b. Use variety of techniques with the use of scientific instruments.
   c. Helps in diagnosis of diseases.
   d. Labels test tubes.

TECHNICIANS

PREPARATION TASKS (contd.)

2. Minimum Qualifications
   a. High School graduate
   b. 2 years special training

INSTRUCTIONAL PROCEDURE:

INTRODUCTION
1. The teacher introduces the concept of learning about several jobs by allowing pupils to choose one each week (longer, if necessary).
2. The teacher allows pupils to select the jobs and work in groups.

TASKS
1. Show FS 661-160 *Who Are You?* and SFS 770-507 *Jobs in a Hospital.*
2. Encourage those pupils interested to explore the job by reading, visiting a place where the job is done.
3. Pupils visit hospital or health center where there are many kinds of jobs.
4. Direct pupils to talk freely to workers concerning their interests, schooling. duties, and leisure time activities.
5. Help pupils to see there is dignity, self-satisfaction and a joy in helping others.

SUMMARY
1. Allow pupils to talk about the job of the week.
2. Allow pupils to make a monthly or weekly calendar to explore more about the jobs discussed.
3. Allow pupils to talk about the different kinds of technicians and the difference in job involvement, training, and interests.

SUPPLEMENTAL ACTIVITIES:
1. Make a continuous bulletin board adding pictures of the careers of the weeks, having as the goal a collage of careers.
2. Make puppets and write a story about a normal day on that job.
3. Role play.
4. Write compositions, give oral stories, and make attractive bulletin boards.
5. Talk about people they know in this job.
6. Make booklets, games, puzzles, and cut out figures of occupations.
7. Create career corners pertaining to all kinds of information such as
   Newspaper Clippings
   Tools
   Instruments
   Games
   Puzzles
   Book and Booklets
   Dolls dressed to represent occupations

ASSESSMENT PROCEDURE:

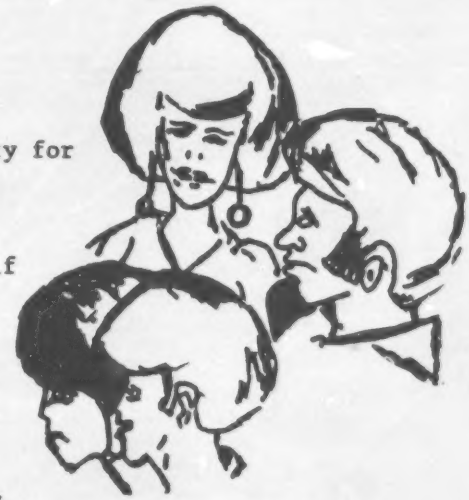
DESCRIPTION
1. Give short quizzes about occupations discussed.
2. Prepare career words and phrases for pupils to identify, match, and/or define on paper.
3. Discuss the above following checking of papers.
4. Play games such as:
   Pass Word Concentration Careers

ASSESSMENT PROCEDURES (contd.)

SUMMARY

1. Encourage pupils to talk about the different kinds of technicians and the difference in job involvement, training, and interests.
2. Encourage pupils to talk about the job of the week.
3. Encourage pupils to make a weekly calendar to explore different jobs.
4. Encourage pupils to talk about the duties performed in the job.

THOUGHT FOR THE DAY



DOMAIN: Self-Awareness

CONCEPTS:
1. It is important to know yourself.
2. It is important to accept responsibility for your own behavior.

GENERAL GOAL:
To promote thought concerning one's own self in relation to behavior and perceptions, strengths and weaknesses.

MYSELF

I have to live with myself, and so
I want to be fit for myself to know,
I want to be able, as days go by,
Always to look myself straight in the eye;
I don't want to stand, with the setting sun,
And hate myself for things I have done.

I don't want to keep on a closet shelf
A lot of secrets about myself,
And fool myself, as I come and go,
Into thinking that nobody else will know
The kind of a man I really am;
I don't want to dress up myself in sham.

I want to go out with my head erect,
I want to deserve all men's respect;
But here in the struggle for fame and self
I want to be able to like myself.
I don't want to look at myself and know
That I'm bluster and bluff and empty show.

I can never hide myself from me;
I see what others may never see;
I know what others may never know,
I never can fool myself, and so,
Whatever happens, I want to be
Self-respecting and conscience free.

-Anonymous-

PERFORMANCE OBJECTIVES:

1. Pupils think about themselves.
2. Pupils evaluate themselves, their images, and their behavior as they see them.
3. Pupils develop self-confidence and a desire to be a person, an individual of worth.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Grades 4-8

CURRICULUM AREAS:
Guidance
Language

NEW VOCABULARY:

self	self respecting
trustworthy	self control
conscience	attitude

PREREQUISITE KNOWLEDGE:
1. Pupil discusses meaning and significance of self.
2. Pupil discusses awareness of how the self is perceived.
3. Pupil discusses knowledge of one's self in relationship to strengths, weaknesses, and behavior.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Poem,"Myself"

TEACHER PREPARATION:
1. Prepare a copy of poem for each pupil.
2. Become familiar with the poem, " Myself."
3. Become familiar with several reasons the pupils may relate this poem to themselves.
4. Teachers must attain the knowledge of helping the pupil focus on self.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION
The teacher introduces the poem explaining This is our Thought for the Day. Since it is longer than some of our thoughts, maybe we'll call it the Thought for the Week.
We will read this poem to ourselves first-thinking of you, yourself.
Now we'll read it together again thinking of you - yourself.
Who Are You? How does this fit you?

TASKS
1. Let pupils talk about the whole poem.
2. Let pupils talk about the part of the poem that they like best or that they wish to relate to.
3. Let pupils decide how they would like to use this poem more meaningfully for themselves.
4. Let pupils divide themselves into groups and discuss poem,"Myself"
5. Let pupils come back as one group and discuss their group's ideas.

SUPPLEMENTARY ACTIVITIES:
1. Change groups another time and repeat activity.
2. Story writing may be pursued at this point concerning the poem and their responses.

SUPPLEMENTARY ACTIVITIES (contd.)

3. Pupils interview one another, using the poem.
4. A play, Socio-drama, role playing and a radio program may be pursued. Many kinds of follow-up activities may be presented, bringing out the pupil's reactions. The following radio program is an example of a culminating activity resulting from study of this poem. It was written by an Eight Grade class.

RADIO PROGRAM

SETTING: A classroom
Background music, Melody: I Would Be True.
Opening: Class enters classroom, anxious to see what the Thought For This Day would be.

Pupil: A Thought for this Day!!----------
Myself (Myself-Myself----------)
Teacher: I'm glad it attracts your attention. It is longer than usual, but I liked it and thought it might help you.
Teacher: Let's read this thought together.
All read the poem, together.
Teacher: Read this thought to yourself - then think about it in terms of "you" - Who are you?
Pupil: Myself----------
Who am I? I am somebody!
Well, I guess I must first know myself because the poem says, "I want to be fit for myself to know."
Ho - hum. let's see------fit for myself to know----------
I must have self-control.
I must be honest - trustworthy!
I must be respectful-----respectful to my parents, to my teachers, to my friends----oh, yes, I must be respectful toward authority, to law, and property. Yes, I must respect myself. I must have a good attitude.
Pupil: I like that line too-----fit for myself to know-----I must be neat and clean in appearance---and---my school work---well, I must do my best at all times. There is something I must improve though---my study habits---. These aren't as good as they should be----------yes, this keeps me from doing my best at all times.
(Whispers to pupil in front of him) What did Mrs. S. tell us about how to study?
Pupil: She gave us this sheet with these suggestions on it.
(Hands sheet to pupil) Where is yours?
Pupil: (Takes sheet, reading intensely)
Yes, I'm going to try doing all of these-----
so I can learn how to study.
1. Study in a quiet place.
2. Keep up to date.
3. Keep a schedule---Well, I must start doing these things---yes, I must start.
4. Divide your time---this means divide your time to include all of your subjects.
5. Get enough sleep.
6. Have all study materials at hand.
7. Have a room well lighted and ventilated---yes, yes, yes.

SUPPLEMENTARY ACTIVITIES (contd.)
RADIO PROGRAM

I must improve my studying so I can do my best and be
fit for myself to know.
Yes, as I think--and think--and think--and think.

Pupil: As I listen to you talk, I've decided if I can be fit for myself to know then I can do what is said in the next lines:
"I want to be able as days go by
Always to look myself straight in the eye."
Can I really look myself straight in the eye?
Can I say to myself, yes, when I look in the mirror---well, even the imaginary mirror---
Am I ambitious?
Am I studious?

Pupil: You might ask yourself too---
Am I courteous? Am I kind?
Oh, that attitude again---this is one thing that bothers me. Is my attitude desirable?

Pupil: Well, it is, if you can answer these questions with, yes-
Do I feel good toward other people?
Do I accept other people, looking for the good in them?
Do I accept correction and suggestions graciously?
Do I have a good feeling about myself?

Pupil: I'd like to add these too -
Am I careful about my language?
Do I come to school everyday and on time?
Yes, I do want to be able as days go by, always to look myself straight in the eye.

Pupil: But,----------can I answer all of the questions positively? There may be some that I cannot but I'm going to really work on these, because----------
"I don't want to stand with the setting sun and hate
myself for the wrong I've done!"

Narrator: Read the silent thoughts of the pupils as they reminisce about themselves.

Pupil: Come on John and go home with me.

Pupil: No, Sherill, I can't. Mom and Dad told me to come straight home from school.

Pupil: Oh, come on. I want to show you something. They won't have to know.

Pupil: Well,---O.K., but I can't stay, and I will have to tell Mom and Dad I was kept late at school today.
(Reminiscing) Yes, I told Mom and Dad I was kept late at school. I also blamed a friend for the vase I broke while trying to slip in the living room.
No,---"I can never hide myself from me,
I can see what others may never see---
These lines really get me.
I was disobedient---I was untruthful,---I know,---I see---No, Mom and Dad don't know; they don't see me as I am, but I know.

Pupil: Mom, I made 100 on the Spelling and Arithmetic tests---yes, 100. (softly---I cheated, I cheated, Oh! I cheated).
I can know what others may never know;
I can never fool myself---I'm ashamed of myself.
Am I somebody? Who am I? Oh, I really don't know---I don't know myself.

SUPPLEMENTARY ACTIVITIES (contd.)
RADIO PROGRAM

Pupil: I threw an apple in the lunchroom and broke the window---no one saw me, they just saw the apple go through the window. I must not tell I did it even when I'm asked.
Pupil: I told my mother my clothes were ready for school last night, but they were not.
I got up too late to get to school on time----
wrote my note and signed Dad's name---
Pupil: I promised Jane I'd bring her homework to her because she is sick, but I didn't.
Pupil: I don't like people---I don't like my teachers---I think they dislike me---my classmates don't like me---Why?
Pupil: No, I don't respect my teachers----------
Pupil: I'm not as neat and clean as I should be. I get up too late to really get myself together. I hate to comb my hair.
Yes, I fight my classmates---and call them names---
Pupil: Oh, my attitude---my feelings---Myself.
None of these things do my teachers and family know---but I am worried about it all.
What ever happens--------No! No!
Teacher: Well, boys and girls, I wonder what your thoughts about yourselves were?
Pupil: I can't be self-respecting and conscience free unless I know myself!
Together: "self-respecting and conscience free."
Pupil: Gee, this is really a thought for the day. It certainly has me thinking.
Pupil: Golly, I like it, too,----------I've never thought so seriously about myself.
Pupil: I'm going to say it to me each day. It's helpful.
Teacher: Let's repeat the poem, Myself one more time.

ALL REPEAT POEM

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Have pupils role-play one verse or entire poem.
2. Have pupils write a short paragraph in which they tell of a real experience that correlates with any verse of poem.
3. Have pupils write a play or socio-drama from the poem.
4. Have other, "Thoughts of the Day" presented and displayed around the room:
   a. "Manners are the Happy Way of Doing Things."
   b. "Keep Your Face to the Sunshine and You Cannot See the Shadows."
   c. "The Only Man Who Never Makes a Mistake is the Man Who Never Does Anything."
   d. "Time is Passing, Are You?"
   e. "Do Unto Others As You Would Have Them Do Unto You."

SUMMARY

Both the pupils and teacher can receive a great deal of learning from the groups, individually and collectively, as they discuss their honest perceptions about themselves in relation to the poem, Myself.

In helping pupils to develop worthy self-concepts, the teacher's feelings of worth, dignity, honesty and true visualization of one's self must be a free non-condemning activity. In this lesson and activity, the pupils become more aware of themselves as persons, in terms of their behavior and values that are all a part of their lives.

A LOOK AT SELF

DOMAIN: Self-Knowledge

CONCEPTS:
1. It is important that pupils accept themselves in relationship to others.
2. It is important that pupils gain appreciation of skills.
3. It is important that pupils know themselves.

GENERAL GOALS:
1. To promote the importance of knowing one has the tools to succeed.
2. To promote the importance of being able to know and accept one's own self.
3. To promote the importance of knowing one can do what he wants to do.

EQUIPMENT

Figure it out for yourself, my lad,
You've all that the greatest of men have had.
Two arms, two legs, two eyes, two hands,
And a brain to use if you would be wise,
With this equipment they all began.
So start from top and say, "I can."

Look them over, the wise and the great.
They take their food from a common plate,
With similar knives and forks they use,
The world considers them brave and smart,
But you've all they had when they made their start.

You can triumph and come to skill,
You can be great if you only will.
You have arms and legs and brain to use,
And the man has risen great deeds to do
Began his life with no more than you.

You are the handicap you must face,
You are the one who must choose your place.
You must say where you want to go.
How much you will study the truth to know.
God has equipped you for life; but He
Lets you decide what you want to be.

Courage must come from the soul within
The man must furnish the will to win.
So figure it out for yourself, my lad.
You were born with all the great have had;
With your equipment they all began,
Get hold of yourself and say, "I can."

Anonymous

PERFORMANCE OBJECTIVES:

1. Pupils think positively about themselves.
2. Pupils think and evaluate themselves, their images, and their skills.
3. Pupils think how they can promote their self-confidence.
4. Pupils discuss the prerequisites for success relating one's self to great men.
5. Pupils formulate and express opinions derived from the poem.

LESSON TIME: At the discretion of the teacher.

GRADE LEVEL: Grades 4-8

CURRICULUM AREAS: Guidance
Language
Art

NEW VOCABULARY:

determination	handicap
equipment	courage
similar	lad
triumph	goals

PREREQUISITE KNOWLEDGE:

1. The meaning and significance of self.
2. The awareness of how the self is perceived.
3. The knowledge of one's self in relationship to strengths and limitations.

RESOURCES REQUIRED:

Found Within the Lesson	Teacher Acquired
	Poem, "Equipment"

TEACHER PREPARATION:

1. Prepare a copy of the poem for each pupil.
2. Become familiar with the poem, "Equipment."
3. Become familiar with several reasons the pupil may relate this poem to himself.
4. Teacher must attain the skill to help pupils focus on self.
5. Teacher should encourage pupils to bring in pictures of people who have achieved in different fields.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

Introduce the poem by explaining this is a poem which will help you see yourself in relationship to those considered great. You

INSTRUCTIONAL PROCEDURES (contd.)

too can be great, if you have the will to win. Think of greatness as doing what you can do well. Set your own goals, follow them through to success. We will read this poem to ourselves first - thinking of (yourselves) you.
Now we'll read it together again thinking of you.
Who Are You? How does this fit you?
What do you have that others have who achieved?

TASKS
1. Let pupils talk about the whole poem.
2. Let pupils talk about the part of the poem they like best or that they wish to relate to.
3. Let pupils read each verse of poem and discuss with class.
4. Let pupils divide themselves into groups and discuss the poem and people who have achieved in various fields.
5. Let pupils come back as one group and discuss their group's ideas.

SUMMARY
1. What were the feelings concerning the poem?
2. Did you perceive the pupils relating the poem to themselves? How?
3. After the open discussion, were there ideas or suggestions about using the poem further?

ASSESSMENT PROCEDURES:

DESCRIPTION
1. Pupils draw a picture of themselves and show some things they like about themselves on it.
2. Pupils write a paper about themselves that correlates with a verse of the poem.
3. Pupils discuss and write about each verse and tell what it means to them.
4. Pupils make posters illustrating the poem.
5. Pupils make bulletin boards for the classroom.

SUMMARY
In helping pupils to develop worthy self-concepts, the teacher's feelings of worth, dignity, honesty and true visualization on one's self must be a free, non-condemning activity.

In this lesson and activity, the pupils become more aware of themselves as a person, in terms of their equipment, feelings, values and ambitions, that are all part of their lives.

Both pupils and teacher can receive a great deal of learning from groups, individually and collectively, as they discuss their honest perceptions about themselves, relating to the poem, "Equipment."

The Self-Concept Scale, found at the end of this lesson, will help pupil describe himself and to describe how he would like to be.

SELF-CONCEPT SCALE

Each of us needs to know more about what we are like. This form is to help you describe yourself and to describe how you would like to be. There are no right or wrong answers; each person may have different ideas. Answer these according to your feelings. It is important for you to give your own honest answers.

Think carefully and check the answer that tells if you are like the word says nearly always, about half the time, or just now and then. In the second column check the answer if you would like to be like the word says nearly always, about half the time, or just now and then.

THIS IS THE WAY I AM				THIS IS THE WAY I'D LIKE TO BE		
nearly always	about half the time	just now and then		nearly always	about half the time	just now and then
_____	_____	_____	Friendly	_____	_____	_____
_____	_____	_____	Obedient	_____	_____	_____
_____	_____	_____	Honest	_____	_____	_____
_____	_____	_____	Thoughtful	_____	_____	_____
_____	_____	_____	Brave	_____	_____	_____
_____	_____	_____	Careful	_____	_____	_____
_____	_____	_____	Fair	_____	_____	_____
_____	_____	_____	Mean	_____	_____	_____
_____	_____	_____	Lazy	_____	_____	_____
_____	_____	_____	Truthful	_____	_____	_____
_____	_____	_____	Smart	_____	_____	_____
_____	_____	_____	Polite	_____	_____	_____
_____	_____	_____	Clean	_____	_____	_____
_____	_____	_____	Kind	_____	_____	_____
_____	_____	_____	Selfish	_____	_____	_____
_____	_____	_____	Helpful	_____	_____	_____
_____	_____	_____	Good	_____	_____	_____
_____	_____	_____	Cooperative	_____	_____	_____
_____	_____	_____	Cheerful	_____	_____	_____
_____	_____	_____	Jealous	_____	_____	_____
_____	_____	_____	Sincere	_____	_____	_____
_____	_____	_____	Studious	_____	_____	_____
_____	_____	_____	Loyal	_____	_____	_____
_____	_____	_____	Likeable	_____	_____	_____
_____	_____	_____	A good sport	_____	_____	_____
_____	_____	_____	Useful	_____	_____	_____
_____	_____	_____	Dependable	_____	_____	_____
_____	_____	_____	Bashful	_____	_____	_____
_____	_____	_____	Happy	_____	_____	_____
_____	_____	_____	Popular	_____	_____	_____

SELF AND CAREER

SALES AWARENESS

CONSTRUCTION TRADES

SCIENTIFIC

HEALTH

CLERICAL

MATHEMATICAL

FINANCIAL

EDUCATIONAL

ENGINEERING

FINE ARTS

MILITARY

?

MECHANICAL

DOMESTIC SERVICE

AGRICULTURAL

RECREATIONAL

COMMERCIAL

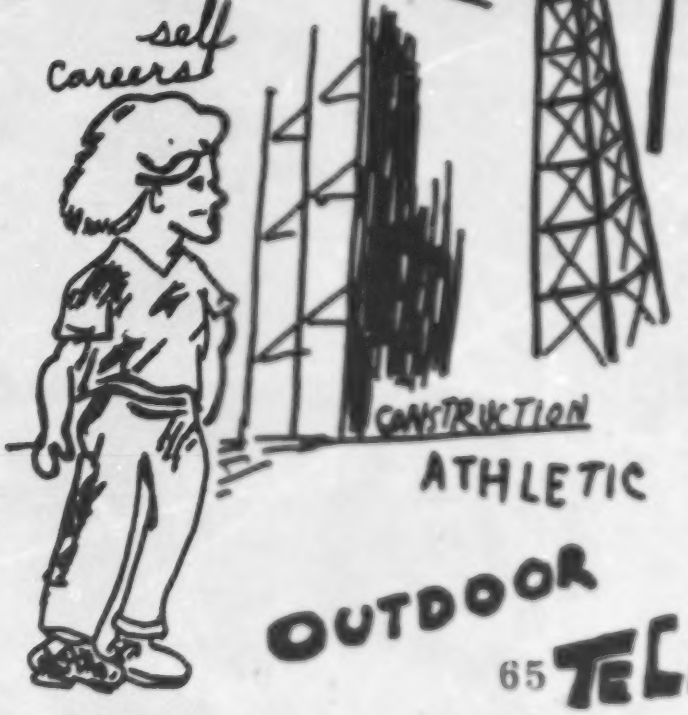
MANAGERIAL

ATHLETIC

OUTDOOR

TECHNICAL

when I grow up



THINKING-OUT-LOUD

DOMAIN: Self-Awareness
Career Awareness

CONCEPTS: Exploration

CONCEPTS:

1. It is important that pupils inquire into many occupations.
2. It is important for pupils to know themselves as they learn early, the personality traits, training, involvement and duties of many jobs.
3. It is important that pupils develop and maintain respect for self, for others, and for the world of work.

GENERAL GOALS:

1. To promote awareness concerning one's self as he perceives high school and the world of work.
2. To promote pupil's awareness of his interests in subject areas, leisure time activities, and job families.
3. To promote pupil's knowledge concerning the available opportunities.
4. To promote pupil's knowledge concerning the distinctive nature of the occupations.

PERFORMANCE OBJECTIVES:

1. Pupil reads the Want Ad section of the newspapers.
2. Pupil seeks information about jobs with which he is unfamiliar (reading, interviews, etc.).
3. Pupil role plays, writes, describes and/or have an interviewing session.

LESSON TIME: The teacher decides on the time applicable to involve all pupils interested in a particular occupation.

GRADE LEVEL: Grades 7-8

CURRICULUM AREAS:
Guidance
Social Studies
Language

NEW VOCABULARY: (to be developed)

managerial	Fine Arts
technical	construction
clerical	recreational
mathematical	health
financial	commercial

PREREQUISITE KNOWLEDGE:

1. Pupil knows his strengths and limitations.
2. Pupil knows his abilities, interests, physical capacities, personal traits, and aptitudes and goals.
3. Pupil must know he can do what he is willing to prepare for.
   Who Am I?
   Where Am I Going?
   How Do I Get There?

RESOURCE REQUIRED:

Found Within the Lesson	Teacher Acquired
Pupils in groups discussing the various jobs in the paper.	Occupational pamphlets In-house presentations scheduled according to available sources. Film: 372-117 *Making It in the World of Work*

TEACHER PREPARATION:

1. Order from audiovisual and preview film 372-117 *Making It in the World of Work*
2. Prepares vocabulary activities necessary for exploring each job cluster.
3. Becomes aware of correlating the self with careers, as well as subject areas.
4. Keeps abreast of new literature on careers, interpersonal relationships, and attitudes toward the world of work.
5. Emphasizes subject areas strongly involved.
6. Emphasizes personality and attitudinal development.
7. Prepares to discuss with pupils their interests and principles of Public Relations - the importance and implications.

INSTRUCTIONAL PROCEDURES:

INTRODUCTION

1. The teacher introduces the procedure of learning about several jobs and job clusters (using the newspaper at the beginning).
2. The teacher introduces some Job Clusters prepared by the Department of Education.
3. The teacher shows the film, *Making It in the World of Work.*

TASKS

1. Allow pupils to select from newspaper or magazine advertisements, jobs to explore.
2. Work with pupils to visit the job sites, and/or have resource people in for discussion and demonstration.
3. Provide guidance so that pupils can see themselves and their uniqueness.
4. Help pupils to talk freely to teachers, workers and their peers, concerning their interests, present and future training, schooling, and see there is dignity, self-satisfaction and joy in helping others.

Who Am I?
Where Am I Going?
How Do I Get There?

SUMMARY

1. Encourage pupils to talk about film.
2. Encourage pupils to make a chart of jobs and their requirements, as to interests, personalities, abilities, duties, salary and all fringe benefits.
3. Encourage pupils to talk about the job of their choice.
4. Role-play and talk about jobs.
5. Repeat role-play for primary rooms.

SUPPLEMENTAL ACTIVITIES:

1. Make a collage of jobs and/or job descriptions.
2. Write scripts concerning a day as a worker in a certain job.
3. Make notebooks and keep up-to-date about jobs discussed.
4. Set up career corners and bulletin boards.
5. Talk and role-play those jobs for primary rooms.
6. Keep newspaper clippings.
7. Make up games, puzzles, bcoklets, dolls and puppets.

ASSESSMENT PROCEDURES:

DESCRIPTION

1. Let pupils develop quizzes concerning various occupations for the class.
2. Prepare occupational and/or career words, phrases and descriptions for pupils to identify, match or define.
3. Allow pupils to check papers, quizzes.
4. Play games that have been developed by pupils.

Word games
Pass Word
Career Game
Concentration
Crossword puzzles
Matching puzzles

Who Am I?
Where Am I Going?
How Do I Get There?

SUMMARY

1. Pupils role-play and/or discuss needs within themselves in obtaining any job.
2. Each pupil writes about his personal needs in obtaining the job he wants.
3. Pupils discuss the importance of getting along with others as a prerequisite for the working world.

CONSIDER JOB REQUIREMENTS

Write in name of job	Interests	Education and Training	Work Experience	Personal Traits	Physical Capacity	Leisure Time Activities	Goals	Aptitudes
1st Choice								
2nd Choice								
3rd Choice								